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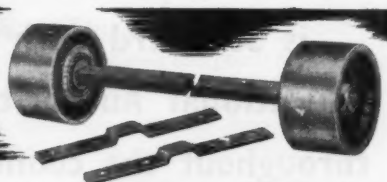
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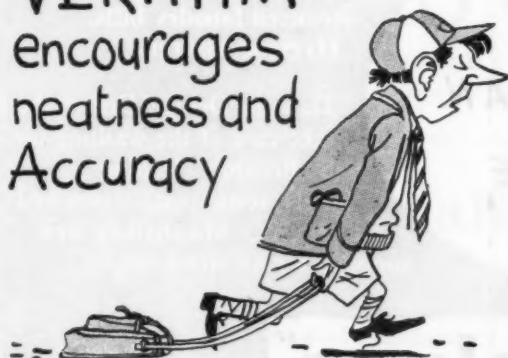
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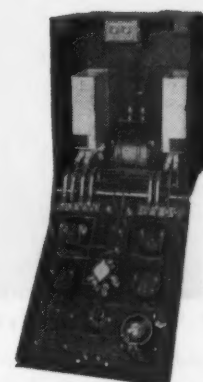
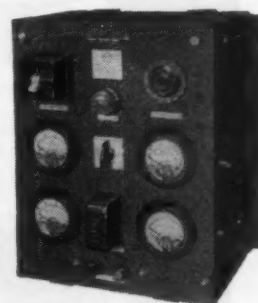
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The SCHOOL GOVERNMENT CHRONICLE

AN INDEPENDENT MONTHLY REVIEW OF EDUCATION.

No. 3,399. VOL. CLI.

OCTOBER, 1958

National Association of Divisional Executives for Education

Twelfth Annual Conference—Presidential Address of Mr. C. S. Tomlinson, B.Sc.

The steps taken by the Association to meet the threat of extinction and the successful outcome were briefly reviewed by the president in his address to the conference at Scarborough last month.

Twelve months ago, at Margate, said Mr. Tomlinson, we met in Conference with our backs to the wall, not knowing what was to be our fate as Divisional Executives. To-day we gather again in much happier mood.

The successful turn in the tide of events has not been easily accomplished; a persual of the annual report of the executive will confirm that. It has been a gradual process demanding much careful thought on the part of your chief officers and the steady pursuit of a policy of enlightenment towards the Ministry and Members of the House of Commons, so far as the work of Divisional Executives is concerned.

A year ago Dr. White brilliantly and convincingly stated our case at the bar of public opinion. He based our claim for continued existence on the maintenance of a simple principle, namely, "that since education is a local, personal, human, service which is concerned with the lives of individuals, it ought not to be controlled by remote bodies, administering unintelligible regulations where they cannot supervise by personal contact." This was a principle firmly established in the Foster Education Act of 1870. It was given full expression to by the provision of School Boards, only to be lost with the passing of the Balfour Act of 1902. Some of us who lived through those days believe it was a principle which would have been re-established by the Liberal Government of all the talents in 1906 but for the partisan conduct of the House of Lords, and the later outbreak of the War in 1914. The Butler Act (be it noted an agreed measure) in large part re-established this principle in education and members of divisional executives, knowing something of its value to the community, desire to see it preserved, at all costs, by their continuance in office.

Furthermore, and quite naturally too, Dr. White in pleading our cause, chided the Government on the inconsistency of the statements in the White paper, which, while saying "The Government are anxious that larger responsibilities should be entrusted to the District Councils, which are necessarily in closer contact with the people they serve than County Councils can be" still proposed to abolish divisional executives.

Finally he poured gentle ridicule on the suggestion made in the House of Commons that a substantial financial saving would be made by our demise and proved his case to the satisfaction of the Ministry when a deputation was received at Curzon Street last October.

No Abolition.

Happily the Urban District Councils' Association and the Rural District Councils' Association collaborated with us in the presentation of our case to members on both sides of the House, and it was significant, in the debate on the second reading of the Local Government Bill, that no speech favouring our abolition was made, but many tributes were paid to the work divisional executives were doing.

The Local Government Bill of 1958 is now on the Statute Book. As you all know, it grants Excepted District status to Boroughs and Urban District Councils of 60,000 population, but in no way varies the status of divisional executives as laid down in the Education Act of 1944. The Act of 1958 does one significant thing of special interest to all of us. The experience of divisional administration in Excepted Districts has been made the model for the new delegation of the Health services provided for in sections 46-48.

Rightly Reprieved.

We have been reprieved and rightly reprieved for services rendered over the past thirteen years, but what we have to guard against is a continuance of the administrative restrictions we have encountered, in so many forms, throughout the country. Now is the time to take stock of our position.

Looking back, while there has been much misfortune, there has also been, in certain places, much to admire. To many of us the granting of Excepted District status to the towns and the formation of Divisional Executives in the country, for the same public service to the community, was confusing and some of our difficulties arose because delegation of this kind was such a new conception.

But our greatest misfortune was that the establishment of Divisional Executives was left to the option of the

County Councils without any guidance being given to them, about the form and extent of the powers to be delegated to us. Such freedom permitted the exercise, in many ways, of personal whims and some prejudices, possessed alike by members and chief officials of County Councils, as by ordinary mortals. In Derbyshire, and in other counties too, notably the larger ones, there was a spirit of goodwill about, but since we were exploring uncharted seas in educational administration, it was a time of anxiety for all, especially for those, who like myself, found this a new sphere of activity. Naturally there were the growing pains associated with a new venture. Some lack of co-operation was to be expected and was observed in certain places. How truly Parkinson in his recent book has satirized the human traits of antipathy and prejudice which bedevil so much of public life. But having set our hands to the task before us, we have steadily persevered in our work, and your Executive has not been idle in giving to this work a sense of its importance.

Pattern has not remained Static.

The investigations undertaken by its officers and the masterly reports prepared by our Secretary, and published under the authority of the Association, have not only been of stimulating value to its members, but have been made available and read by many interested in education. Furthermore, the original pattern of divisional administration has not remained static. Recently Lancashire and Yorkshire have reorganized the areas of their Executives and some counties, notably Surrey, have streamlined and extended their schemes of delegation. In those counties where delegation is full

and generous and there is opportunity, at reasonable intervals, for discussion of administrative difficulties, with agreed adjustment of procedure, where, in short, good personal relations thrive, divisional administration is a success. Surely what is possible in one county should be possible in all, and the achievement of that goal must be our objective. This will require resolute action at both national and county level.

With the advent of divisional administration, our Association was taken under the wing of the County Councils' Association, which, to our great pleasure, has been represented at each of our annual conferences. I suppose it was natural, with such a diversity of opinion about our existence among its members, that our arrival was viewed with mixed feelings. I would not describe our welcome as unfriendly for their Education Committee did appoint a sub-committee to attend to our needs and to our problems, but opportunities for friendly contact, over the years, have been very rare. Indeed, when one of the members of the sub-committee, voicing a welcome to our Conference, so far forgot his lines as to read us a lecture on our deficiencies and uselessness, many of us felt our relationship was somewhat distant. This has been a great misfortune to both associations, for the exercise of a spirit of goodwill and some forbearance, of which there is ample evidence in both associations, could have contributed to much to our administrative usefulness.

Delegation Varies Widely.

Instead, a review discloses that the delegation of functions to divisional executives varies widely from county to county, creating dissatisfaction among members and officers alike. The imposition of irksome and irritating restraints and the requirement of so much paper work, "so elastic in its demands on time," says Parkinson, only creates a sense of frustration with all its resultant ills.

We therefore ask why cannot the same functions, so fully given in some counties, be made available to all. So far no answer has been forthcoming to this question.

During the past year your Executive has given much thought to this intractable problem and has caused to be printed, as an addendum to its published Minutes, a memorandum dealing with the problem of delegated functions to Excepted Districts and Divisional Executives, and has given in outline what the Executive considers is a model scheme. Most L.E.A.s and their officers know of these proposals, which have also been made available to the Ministry. From the Annual Report you will observe that the question of divisional administration has also been the subject of discussion between the Ministry's officers and your own; indeed I think it is generally known that the Minister has caused an exhaustive inquiry to be conducted into the whole question of divisional administration. The fruits of this inquiry will be seen in a memorandum on divisional administration, to be issued by the Ministry for the guidance of the new excepted districts. By inference it must call for adjustment and conformity of all existing schemes of delegation affecting the older excepted districts.

This circular may be presumed to replace, or supersede, at least in part, Ministry of Education Circular No. 5, which also has reference to delegation of functions to divisional executives. As we know the Minister's



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inquiries have covered their work, we hope Circular No. 5 may be completely withdrawn and superseded by the early publication of a memorandum on administration as it affects divisional executives themselves. If such a memorandum is issued, and the County Councils implement its requirements reasonably, much of our anxiety about the future will be allayed.

It would ill become me, with my limited knowledge of administration at County level to offer advice to those who are more intimately associated with the work of our County Councils than I am, but perhaps I may be permitted one or two general observations, which I think are relevant to the subject matter of my address.

Growth of Work of County Councils.

We are all aware that in the last half century the work of County Councils has grown tremendously and their staffs have become inordinately large, and more seriously still have been grossly overworked in consequence of legislation since the war. Their present day financial responsibilities will be further increased with the coming of the "block grant," indeed the sums of money they are called on to spend to-day would be considered astronomical by our parents, let alone our grandparents. The demands now made on the time of its lay members, to effectively discharge their duties as Aldermen and Councillors, is more than many of them can give. Indeed the multiplicity of the matters with which they are confronted is of such variety and magnitude that I have known County Councillors, supposedly enjoying the sweets of retirement, complain that the task was well nigh beyond them. Such a piling up of so overwhelming a load can reduce effective local government to a sham. It must be remembered too, that of all the public services the County Councils control, Education is the most important and the most demanding in its claim on the time of its members. Further, it is an expanding service we all desire to see effectively administered. Surely then the fullest delegation of responsibility to divisional executives offers the only possible solution of our increasing problems of local government, consistent with the maintenance of the principle of local control.

Work of Divisional Officers.

That such delegated responsibility would be in capable hands is evidenced by the corps of divisional officers recruited to our service. Not only have they done fine administrative work, but they have welded together the different branches of the educational service. Should school organization require adjustment, they have been on call to the Head concerned. Should parents have risen in their wrath disturbing school life, the D.E.O., with his intimate local knowledge, has made necessary adjustments and restored peace. Their integrity has been respected, and their work has earned praise everywhere.

In like manner it is our duty as laymen to worthily uphold the dignity of divisional administration. Our first duty has always been to cultivate pleasant and friendly relations with teachers and parents and to give careful consideration to the requirements of Governors and Managers. No advantage can accrue from belittling the work of County Education Committees; indeed to persist in telling its members what should be done, destroys friendly relations, the first essential of all good government.

Above all in the counties we must shed our proneness to parochialism, acting without fear or favour and with a sense of responsibility. We must seek to be eminently fair, and when called upon to nominate Governors and Managers to serve our schools, remember we have a duty to the whole community, amongst whom we reside and as is done and is insisted upon, in appointing our teachers, let knowledge, capacity and real fitness, be the criteria for selection, rather than religious, political and personal affinities.

Having dealt rather fully with a domestic matter, I do not intend to review educational matters at length, but instead to refer to two only, both of which are important at the moment. They concern our teachers and our children leaving school.

Teacher Shortage and Training.

The Recruitment and Training of Teachers has become a matter of concern to all of us, indicated by the five resolutions on the Conference order paper. Very considerable alarm was created, throughout the country, by the publication on August 21st of correspondence between the Chairman of the National Advisory Council and the Minister, disclosing a surprisingly large shortage of teachers necessary to staff our schools during the next few years.

Two causes, quite unexpected and largely unpredictable are responsible for the predicament in which we find ourselves. They are (1) Increase in teacher wastage—the increase in teacher training strength in our schools in 1957 was only 4,300 against an expected 7,000. (2) Forecasts made in 1954 and 1956 of school population in the 1960's are now found to be quite unrealistic.

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With characteristic clarity, Dr. Alexander, has explained recently why the situation has developed so suddenly, has clearly indicated the dilemma confronting us, severely criticised our present standards in training colleges, due to inadequacies of building and staffing, and fully endorsed the proposals for resolving the problem put forward by the National Advisory Council, of which he is a member.

1960 is the date confirmed for the introduction of the Three Year Training course; 16,000 more college places are required by 1962, providing a yearly intake into our schools of 12,000 teachers. The doubling of the accommodation of our training colleges will mark a major development in education in the country and the pattern of the provision to be made is our very real concern.

The proposals of the Advisory Council as regards location, site, specialist colleges and mixed colleges seem admirable and will command general support; but some of us cannot forget what the McNair report had to say about the inadequacy of the buildings and equipment of the smaller colleges. Since then some improvements have no doubt been effected but the expensiveness of the small colleges and their isolation from University influence, together with the difficulty of effective supervision by the Area Training Organization, compel us to look on their demise, in due course, as inevitable.

To-day the demand for better educational facilities is countrywide and more parents than ever before, knowing the importance of a good education, are critical of the products of our schools. Neither the building of new schools, handsomely equipped, nor the erection of new training colleges, modelled on University standards, will allay this parental anxiety shared by many teachers and administrators.

What is of crucial importance is the adequatement, recruitment and training of our teachers.

Recruitment, handicapped for so long by the paucity and poor quality of candidates, appears now to offer prospects of satisfactory solution, since it is becoming increasingly difficult to secure a place in a training college. An examination of the pattern of training, however, gives cause for concern, especially if the fruits of the Three Year course are to be gathered. The Ministry appears to have divorced itself of any responsibility for training, apart from finance, and there appears to be a surprising looseness of organization linking the Ministry, the Area Training Organizations and the Colleges. The introduction of a guiding hand (dare one suggest a Morant, endowed with perhaps more tact and patience than Sir Robert possessed) would be of immense value.

The A.T.O., admirable as a blue print, does not appear to have exercised the oversight of our colleges, originally desired, largely because its members have been completely immersed in University developments. Their task has been the harder too because of the fantastic number of colleges we have scattered throughout the country and the improvement in the quality of college staffs, which they were charged to effect, has not been accomplished, with unhappy results about standards.

That these are very low is evident from the surprisingly few failures among students completing their training course. In one Institute of Education it is reported that of 500 students taking History over a period not one

failed: a truly remarkable achievement. And the neglect of instruction in Mathematics in so many colleges, in this technological age, is deplorable.

A reduction in the number of colleges, so necessary on every ground, will permit of the much desired painless overhaul of present training staffs, and there appears great need for the A.T.O.s, under the auspices of the Institutes of Education, to thoroughly train and otherwise help training college staffs.

The problem of training an efficient number of properly qualified and effective education lecturers, with up to date knowledge of Psychology and Education will have to be faced and much more attention requires to be given to the question of teaching practice, if criticism of Headmasters and their senior staffs is to be stayed. But perhaps the most serious problem of all is the way we train and sometimes hardly trouble to train our teachers in technical schools and colleges.

Standards of Education.

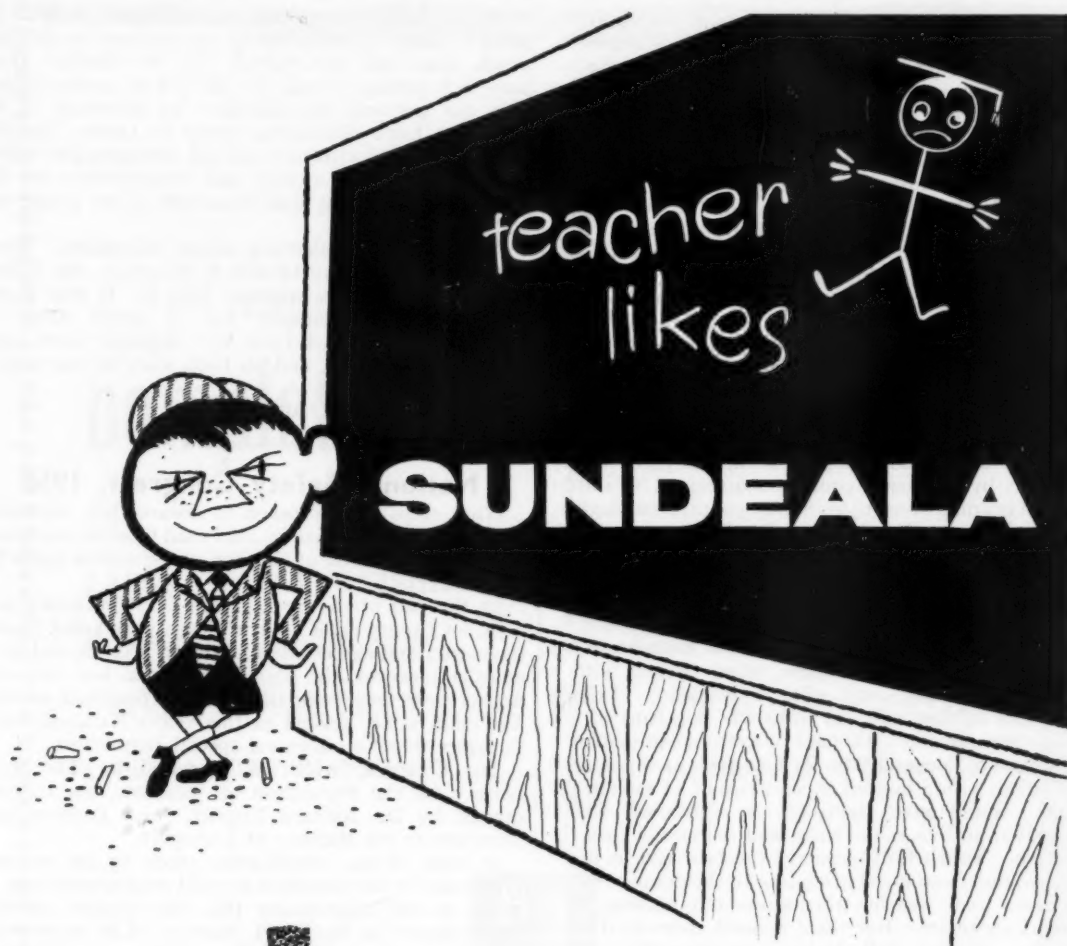
The standards of education and the background of some of our students, because of shortness of entry, may have been low since the war, but now that applicants for entry exceed places available, and with many sixth formers offering two and three G.C.E. subjects at advanced level, we must provide the staff capable of teaching "main" subjects on a wide basis and to a high level. With the provision of well qualified and inspiring Tutors the raising of standards should be certain of accomplishment. To this end, is the greater mobility of those engaged in training colleges desirable? The Heads of most of the Women's Colleges at Oxford and Cambridge, and at some London Colleges too, rarely stay at these posts for more than a decade, with no apparent loss to the efficiency of the colleges concerned. It is also interesting to note that University staffs are often recruited, after some post graduate work, from those of high initial academic achievement and of recognized personal capacity, and that first as Demonstrators, then as assistant Lecturers, Lecturers, Senior Lecturers and Readers, moving often from university to university, steadily mount the academic ladder to a Professorship, at each stage having vaulted an efficiency bar. This system of appointment might with great advantage be introduced into our Training Colleges for it would have the virtue of setting high academic standards of a reasonable uniformity in all our colleges.

If the Three Year Course of training, approved on every hand, is to be successfully launched, we must resolutely face these intricate problems connected with the training of our teachers, for only by their solution can we hope to meet the demands of society.

Training and Placing School Leavers.

Equally pressing upon us is the need for concerted action in dealing with the problem to-day confronting our children entering industry. Not only have we increasing numbers seeking employment, because of the "bulge," but the placing of them is becoming more difficult.

This difficult problem will call for higher personal standards of education if our pupils leaving school, during the next few years, are to succeed in their work, and it also places on society the responsibility to see that vast numbers of our young people are not put on the labour market inadequately trained.



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The Carr report warned that a high standard of training in industry is necessary to enable us, as a nation, to maintain our place in the world and that, so far as industry is concerned, unless a substantial increase in the present intake of apprentices is made, we shall fail to preserve our prominence as a manufacturing nation. This craft training and the training of technicians is of importance to the majority of our boys leaving school at fifteen, and whatever action is taken, the key to the problem appears to centre around the attitude of the small employer. He is apparently indifferent to the question of apprenticeship, having managed without it for so long. The reason is not difficult to trace: it is largely one of finance. Fifty years ago a craftsman received 75 per cent. more wages than his unskilled mate, whereas to-day the margin between their rates is 12½ per cent. only: not an encouraging prospect to anyone considering apprenticeship. Furthermore, during the war, with many craftsmen on service, small employers found the lower standards of work, accepted in the emergency by his clients, could be maintained by a little practical training given to his handy youthful employees. Over-employment has confirmed what was wartime practice as standard practice and inflation has placed a financial burden, which he is less inclined to bear, on every employer who accepts an indentured apprentice. Is not the obvious solution to this pressing problem to invite the Ministry of Labour to follow the pattern set by the Ministry of Agriculture, when dealing with a national emergency, and offer a subsidy? Talking round this subject will not solve the problems of the fifteen year old, but £100 paid to every small employer who agreed to take and train for four years an indentured apprentice, with a limited expenditure of £1 million per annum, would give industry an additional 50,000 apprentices in five years' time, and materially ease the situation. Youth Employment Officers would be much more gainfully employed attending to the details of such a scheme than wearing themselves out chasing non-existent vacancies. But there is much more to it than that, for growing skill during apprenticeship creates confidence; the disciplined training becomes a worthwhile investment for life and standards of workmanship are raised, bringing with it a consequent sense of security and freedom for employee and employer alike.

Responsibilities to Youth.

What the consequences are if we fail to meet our responsibilities to the youth of to-day are apparent on every hand. The growth of crime, and not just juvenile crime; the increasing and appalling brutality observed amongst the young; the steady addition to our borstal population and the recent racial troubles in Nottingham and London, which we all deplore and condemn, are a stark warning of how thin the veneer of civilization is, even in this country, if education is inadequate. That a sound education in the present situation of modern society is vitally important, not merely from the particular aspect of industry, production, economics or the maintenance of our standard of life, but equally so from the aspect of living together socially, in a world society, is becoming increasingly apparent to all of us to-day.

We thus all have a personal responsibility for educating and training our children, and where can that be done better, as the late Sir James Spence reminded us

at the Buxton North of England Conference, than in the home? That question opens up avenues of thought which time will not permit me to wander along here, but perhaps I may be allowed to gently underline our personal responsibility by reference to the last letter Lord Melbourne wrote to Queen Victoria. Her Majesty had written to her old correspondent telling him of the growing anxiety and responsibility she felt about the upbringing and education of her young son and heir.

"Be not over solicitous about education," wrote Melbourne. "It may be able to do much, but it does not do so much as is expected from it. It may mould and direct the character but it rarely alters it. Character," concluded Lord M., "depends much upon the race, the parent, and on both sides he has a good chance."

May that be said of all of us.

National Safety Congress, 1958

What steps can be taken to ensure that, this year, there will be a reduction in child road fatalities compared with last year's total of 629, the lowest annual figure yet recorded?

At the end of the first quarter of 1958, hopes were high, for twenty-eight fewer children were killed than in the corresponding period of last year. At the end of six months, however, the improvement was lost and child deaths were four more than for the first half of 1957. The child safety session at this year's National Safety Congress therefore assumed special significance.

The Congress, which is organized by The Royal Society for the Prevention of Accidents, was officially opened by Mr. Richard Nugent, Joint Parliamentary Secretary to the Ministry of Transport.

In view of the contribution made by the teaching profession to the reduction in child road deaths over the years, it was appropriate that the speaker on child safety should be Mr. W. H. Mawson, H.M. Inspector of Schools for the East and West Ridings of Yorkshire.

National Education and Careers Exhibition

With almost nine months to go before the National Education and Careers Exhibition opens at Olympia, next May, all available space has been sold and several applications have been turned away.

Virtually every major field of employment in the country will be represented in the Careers Section or the special feature devoted to "Education in Industry."

The exhibition is the first of its kind to be held in this country. It is being organized by the N.U.T. with the full support of the Ministries of Education and Labour, the Local Education Authorities and such bodies as the Federation of British Industries, British Employers' Confederation and the T.U.C. Her Majesty the Queen is Patron of the Exhibition.

The Education Section of the exhibition is being designed and constructed by the N.U.T. and will occupy some 35,000 square feet of display space on the ground floor of the National Hall. It will cover all aspects of modern education from Nursery School to University and Adult Education.

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Large-Scale Expansion of Teacher Training Colleges

£15 Million Scheme Announced

The Government's decision to increase the capacity of teacher training colleges was announced last month by Mr. Geoffrey Lloyd, Minister of Education.

As an immediate step 12,000 new places will be provided in the colleges, to be completed by the autumn of 1962 at a cost of about £15 million. This—an increase of about 50 per cent.—is the largest programme which can be completed in the time available. It is designed to make possible the introduction of three-year training in 1960 with the minimum of interference with the annual output of teachers from the colleges. Within the programme special measures will be taken to train extra teachers of science and mathematics.

A preliminary instalment of this increase was put in hand in June last. The governors of existing colleges are now being asked to submit as early as possible, and in any case within two months, their proposals for expanding their premises. About fifty existing colleges will be expanded and some will be more than doubled in size. Several new colleges will be built. Sites for these are being considered.

"The Government," said Mr. Lloyd, commenting on the new plan, "are determined to maintain their drive to bring down the size of classes as quickly as possible. This is the only way to ensure that each child gets proper individual attention while at school.

"This will, however, mean a much bigger increase in the number of teachers than we thought necessary a year or so ago; the birth rate is rising again and retirements of serving teachers have recently been unusually heavy. So a very big expansion of the teaching profession is needed to avoid slowing down the drive to reduce the size of classes.

"It would have been relatively easy," said the Minister, "to solve the problem of numbers by scrapping the three-year course. But quality is just as important as quantity. The Government intend both to reduce class sizes and to improve the quality of the teaching, and there is to be no going back on the decision announced last year to lengthen the general training college course from two to three years, starting in 1960.

"The only way to combine quantity with quality," concluded Mr. Lloyd, "is to adopt a policy of maximum effort in the training of teachers. That is the policy the Government has decided on—we are going to expand the number of students in training to the greatest possible extent consistent with the attainment of improved quality. And we are going to improve quality not only by lengthening the normal course of training, but also by making the new and enlarged colleges more like colleges of a university than many have been in the past."

The extensions will be concentrated in the main on colleges capable of being enlarged to hold 400 or 500 students, and the new colleges will also be of about this size. Proposals will be specially encouraged which increase the number of mixed colleges, taking men and women students.

The programme is also designed to provide more specialist teachers, particularly of science and mathematics. To meet the needs of the secondary

schools, preference will be given to expansion projects which will increase the supply of well qualified teachers of mathematics and science, and of other specialists in short supply. But the foundation of all science teaching in the secondary schools and beyond is the grounding in mathematics given in the primary schools. Special emphasis will therefore be placed on the training in mathematics of general class teachers for the primary schools.

The National Advisory Council on the Training and Supply of Teachers in their recommendations which were published on 24th August advocate the provision of 16,000 extra places at training colleges by the autumn of 1962. Quite apart from the feasibility of completing so very large a programme in time, some of the calculations on which this recommendation was based are necessarily tentative, relating as they do to births in future years and to assumptions about the future rate of increase in the numbers of teachers, on both of which there must at present be uncertainties. (In recommending the provision of 16,000 extra places the Council's aim was to secure the training of 12,000 teachers a year on a three-year course. The scheme announced will in fact allow the colleges to train nearly this number of teachers provided that they continue to take in each year as many students as they reasonably can). The Minister has replied to the Council's Chairman to this effect.

The College of Insurance

Speaking at the annual conference of the Chartered Insurance Institute held in Dublin last month, Mr. Rupert S. Thorp, the retiring president, referred to the new College of Insurance at which full-time instruction is now available to young insurance men and women seconded by their employers. He also referred to the extension of the Institute's work in the field of providing information and advice on insurance as a career to those who were wondering what to make of their lives.

"I do not know what aspirations are cherished by the youth of the Sputnik age," said Mr. Thorp, "but I doubt whether many lie awake at night longing for the day when they can join an insurance office. Neither for that matter did many of us—who have grown middle-aged, shall we say, in the service of insurance. But times have changed since our youth. A new world of opportunities has been opened up in industry and commerce by development in such fields as automation, electronics and nuclear energy, and, in the distributive trades, by mass communications, market research and the like."

Turning to the relationship between insurance education and insurance training, Mr. Thorp said: "Education imparts knowledge and develops general abilities; training sharpens those abilities so that they become particular skills. Training is the direct responsibility of every employer and nothing that the Institute does can displace or lessen that responsibility. But there are no customs barriers on the frontier between education and training for the two are part of an indivisible whole. The Institute can and does work with employers to further the training process with the aim of ensuring that the young insurance man realizes his full potential as early as possible in his career."

Expansion of Technical Education

Government Seeks Industry's Support

Concurrently with the issue last month by the Ministry of Education of a new pamphlet, "Britain's Future and Technical Education," a call to industry was made by Mr. Geoffrey Lloyd for full scale support for Government plans to expand and improve the British system of technical education.

The pamphlet, which has the full support of national industrial organizations including the F.B.I., the T.U.C., the British Employers' Confederation and the Association of British Chambers of Commerce, describes the pattern being followed in the development of technical colleges in England and Wales, and shows how industry and commerce can play their part in the nation-wide scheme.

In a foreword, Mr. Lloyd says that with the vigorous co-operation of local education authorities the £100 million technical education expansion programme is making rapid progress. Great efforts are also being made to expand the universities, and to improve and extend secondary education.

"But the development programme for the technical colleges does not depend only on the efforts of the Government and local authorities," says the Minister. "It needs the full backing and support of industry and commerce.

"Without this help we cannot be sure of having courses of the right type, or students to put in them, or teachers to man them. I know that it costs employers time and money to give this support. Nevertheless this effort must be made if this country is to have the skilled men it needs."

The years immediately ahead are of special importance, he warns, "for there will be coming out of the schools the largest age groups of young people for over thirty years. This is a tremendous once-for-all opportunity for remedying our shortages of skilled manpower."

The £100 million programme is moving ahead fast. Since the White Paper was published in 1956, the whole building programme for England and Wales of £70 million has been approved, £27 million of this has been started and £16 million completed. The final success of the plan must however depend on the co-operation and support of industry.

The Government's five-year plan aims at increasing the output of advanced-level students—destined for the professions and higher technical posts—from the 1955 figure of 9,500 to about 15,000. Most of these students now come from part-time courses; about half of them gain professional qualifications and the remainder become high-grade technicians.

As the structure of industry and commerce become daily more and more complex, and the various technologies develop, the part-time course can no longer be relied upon to produce enough of the highly qualified men and women needed. The Government's intention is that the bulk of the extra output shall come from full-time and "sandwich" courses. The sandwich course, says the pamphlet, "is probably the key to a really big expansion of technical education at the advanced level."

Many types of sandwich course now exist, including those leading to high academic qualifications such as the new Diploma in Technology, to be awarded by the recently-founded National Council for Technological Awards. The Dip. Tech. is equivalent to a university honours degree. The placing of students in the type of course which suits them best will therefore be extremely important, and will call for the closest possible co-operation between the technical college and the employer.

The next few years will offer industry and commerce an exceptional opportunity to recruit and train the extra technologists, technicians and craftsmen which will be required. The total of fifteen-year-olds is expected to rise rapidly from the 1957 total of 600,000 to about 830,000 in 1962. The present trend is for both boys and girls to stay longer at school and the present number of school leavers aged seventeen or over is expected to double itself by 1965. More and more secondary modern schools are developing extended courses for their pupils beyond the age of fifteen, thus preparing them for the more advanced courses in further education.

Firms are urged to keep their recruitment policies under constant review, to ensure the best use of material coming forward, and to make their training arrangements a matter of continual study by both managements and trade unions. "A firm," adds the pamphlet, "can hardly hope to make the best of its young recruits if it still expects them to acquire their qualifications by evening study alone."

Firms reviewing their manpower needs are urged to get in touch with the principal of the nearest technical college, to discuss in detail the needs of the particular firm and how best they can be met.

A circular from the Ministry of Education to local education authorities outlining steps to tighten up liaison between the authorities and local firms has also gone out. Authorities are asked to give special consideration to the preparation of booklets and guides which will describe in detail the types of courses available at establishments maintained by them. They will be designed to give employers and trade union leaders a complete picture of training facilities available, and to gain their active support. The booklets should also be available to parents and to Youth Employment Officers.

Other measures suggested include the arrangement of meetings between industry and local technical college staffs; a greater use of the local press to publicize technical college activities; the organization of "open days" and "Careers weeks" at colleges, together with exhibitions and lectures; a stronger collaboration with local employers' federations, trades councils, chambers of commerce, productivity committees and local training committees, and the appointment of representatives of local industry to college governing bodies and advisory committees.

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Month by Month

The Supply of Teachers.

THE announcement by the Minister of Education on the 24th September of the immediate programme to increase the capacity of training colleges and the supply of teachers was undoubtedly the news of the month. If evidence were needed of the public interest and concern in this matter it could be found in the prominence which the English press generally gave to Mr. Geoffrey Lloyd's declaration. The principal newspapers made it the subject of well-informed and not wholly uncritical leading articles. "Good, but not good enough" summarizes the view of the National Union of Teachers and was the title for their journal's comments. There was appreciation for the Minister's "very satisfactory speed" in answering the urgent call of the Advisory Council on the Training and Supply of Teachers. Satisfaction was also expressed that the Minister had shewn both "sound sense and considerable courage in holding to the long awaited and vital introduction in 1960 of the minimum three-year course of training." Those who consider that this reform should of sheer necessity be delayed are said to speak with "pontifical voices." They are also said to be "on the periphery of the world of education," so little does the writer know even of the identity of those whom he thus condemns. At any rate "the Minister's statement should now have ended the foolish attempts to put back or tamper with this basic reform." The writer of *The Times* leading article is probably one of the "pontifical voices." Neither the standard of men and women entering the profession nor the standard of people training them will be "automatically raised by extending the course." But who has ever professed to believe in such automatic raising of standards? More relevant are the comments of *The Times Educational Supplement*. "Safety margins are a luxury" which the Minister may feel obliged to do without. The writer assumes that the real and sole reason for providing only 12,000 additional places when 16,000 are needed is financial. Regarding the three-year training, the leading article goes well beyond mere criticism of its timing. A good two-year trained teacher will do better with thirty children than a three-year trained teacher with forty. If over-large classes persist after 1960 the educational organizations which are the strongest opponents of any postponement will have little ground of complaint. They had a chance of putting an end to over-large classes and chose something else instead. While the value of longer training is recognized "it is a fair argument to suggest that its importance has been given too great an emphasis and that it should never have been put before the urgent task of reducing class sizes as quickly as possible." The Secretary of the Association of Education Committees, Dr. W. P. Alexander, says that there will be "general satisfaction that the Minister has clearly decided to go ahead with the three-year course for the training of teachers" and also that the advice of the National Advisory Council on the Training and Supply of Teachers as to the location of new colleges and as to the appropriate size of colleges has been largely accepted.

The Colleges.

THE Minister has accepted without question the recommendations contained in Sir Philip Morris' letter of the 16th July on location, size and nature both of colleges to be expanded and of colleges to be built. The Minister had already declared his opinion that the optimum size of a training college is from 400 to 500. Sir Philip did not suggest any actual figures and the Minister's figures stand. Colleges, it was said, should be located in, or easily accessible to, "a university town or some similar educational or cultural centre" and well placed as regards teaching practice. Some of the colleges provided by local education authorities, even as recently as in the years since the last war, do not satisfy the Minister and his Advisory Council in this respect. The denominational colleges generally are more fortunately placed. Thirty of these colleges are in Greater London, eleven in provincial university towns and ten in county towns and cathedral cities. There are only eight denominational colleges, four Anglican and four Roman Catholic, which are not situated. Most even of this small class of colleges are "easily accessible" to a university town or similar cultural centre. It is likely to be in the matter of size rather than of location that the voluntary colleges will have to meet new demands from the Minister of Education. These colleges have already spent large sums of money in carrying out a most enlightened building programme. Now they will be faced at once with further and even heavier demands. The Minister has recognized the seriousness of the situation and few will disagree with his willingness to allow the greater part of this additional capital expenditure to be a charge on the national exchequer. Concern is felt in some quarters about the optimum size of colleges. Those who think mainly of an immediate build up of a great army of teachers would like to see colleges far greater than has ever been even contemplated before. They regard the 400 to 500 accommodation figure as quite inadequate, nor is this opinion without its advocates on purely educational grounds. Others, mindful of our English tradition, and of the great social and cultural value of community life, would strongly object to anything higher than the newly proposed figures. These too they would wish to be accepted for general guidance only and would stress the need for considering the special circumstances of every college individually.

Educational Guidance.

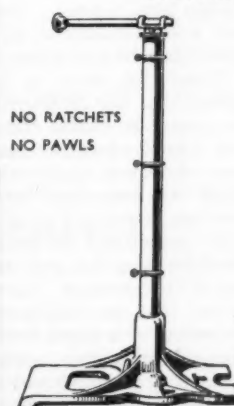
ONE of the most hopeful developments of present times is the growing recognition of the fact that it is the duty of local education authorities, teachers and education officers to co-operate in the work of educational guidance. The National Foundation of Educational Research last month discussed some of the principles of educational guidance. It was recognized that ideally educational guidance should be continuous. The child's needs and abilities should be studied not once or at rare intervals, but as such needs and abilities develop. It should also be matched by a progressive differentiation of curricula and methods, so that pupil and school may be adjusted to each other. There should also be early discovery and diagnosis of difficulties and failures. Guidance is still given mainly at "eleven plus," for reasons which one can readily understand.

Such "once for all" guidance is naturally regarded as selection and nothing more. Happily it can be recorded that, thanks very largely to the guidance which the Foundation itself gives to its members, local education authorities are constantly varying and improving their procedure in this matter. The Foundation has been persistent in its justified claim that properly standardized objective tests of attainment are the most efficient and reliable forms of educational measurement. At the same time it is said that such tests alone are not enough. They cannot take cognisance of temperamental qualities, possible changes in interests and motives, parental interest and support and other non-educational or non-scholastic factors. Hence it is agreed that cumulative study and appraisal are necessary. Guidance, too, must be diagnostic too. It must try to diagnose both educational attainment and personal development. Implicit in all educational guidance is the belief that schools exist for children and not *vice versa*. Schools, curricula and methods must, if necessary, be modified to meet needs as revealed by educational diagnoses. Educational guidance can only be continuous if as wide a variety as possible of diagnostic and measuring instruments are used in the primary schools. There must also, of course, be adequate measuring instruments for use at eleven plus and means of diagnosis, evaluation and prediction for the secondary stage of a child's education. The Foundation's Test Programme is admirably designed to fulfil the principles briefly outlined above so far as primary education and the transition to secondary education are concerned. More work has yet

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to be done to provide adequately for continuous guidance during the secondary stage. The Foundation suggests that continuous guidance will be an empty phrase. Unless tests are available to teachers, school organization is flexible at the primary and secondary stages and at the junction, and teachers are adequately trained in guidance techniques.

**Trouble
at
Swansea.**

EDUCATIONAL guidance, as now conceived, requires that both teachers and local authorities shall bear their part. It is clearly the authorities' duty to determine policy and to provide not only the means but the encouragement and support necessary to make that policy effective. When educational guidance involves promotion or transfer from one school to another, the local authority must be responsible for the decisions ultimately made. Within the schools, however, the teachers act as the practitioners of educational guidance for each individual child. The daily press not unnaturally gave much prominence to their reports of action taken by the Head Master of the Bishop Gore Grammar School at Swansea. There was obviously some misunderstanding as to what really happened, which were removed by a subsequent statement made by Dr. Ellis Lloyd, the Head Master. He had been accused of having "arbitrarily expelled" fourteen boys because of their G.C.E. failures. According to Dr. Lloyd twenty-three such boys had wished to return to school this term, though apparently some had actually obtained employment through the Youth Employment Officer. The Head Master found places for fourteen, but was unable to take the remaining nine without overloading already over-large classes. Most of the boys had failed badly at the June G.C.E. examination and were not educationally equipped for higher study. The Chairman of the Education Committee is reported to have said no head master had the right to take such action. "We are responsible for the education of the children—not Dr. Lloyd or any other head master." One is tempted then to ask, why have a head master at all? If a head master is not responsible "for the education of the children" attending his school, for what is he responsible? It was finally agreed that the Authority would provide the extra staff necessary to enable these boys to continue their grammar school education and their continued attendance at that school was apparently agreed to. It is suggested that all concerned—the Governors (who, by the way, were not mentioned at all), the Education Committee, the City Council and the Head Master—study carefully both the Education Act and the school's Instrument and Articles of Government. Care must always be taken to ensure that no statutory provision is violated by the exclusion of a pupil from school. The Articles usually give a head master power at any rate to suspend an unsatisfactory pupil, provided that on so doing he reports his action to the school Governors. They provide too for "full consultation at all times" between the Head Master, the Chairman of his Governing Body and his Chief Education Officer. It is equally necessary that care should be taken not to over-ride a head master in the exercise of any powers which properly belong to him. The *Teacher's World* gave an unbiased opinion, though one is not bound to agree—

The Swansea Education Committee has deliberately decided to give continued grammar school education to boys who have clearly failed the 16-plus test.

One of the ideas behind the G.C.E. was to permit the number of passes to be built up. The Head Master declared that the boys in question—

"had only frail foundations of elementary knowledge" upon which to build their more advanced studies. "Educationally," says the *Teacher's World*, "the Head Master was right, yet the taxpayer will pay 60 per cent. of the Committee's decision."

Teaching Posts Available Abroad

Full details of the various opportunities available to British teachers for temporary posts abroad next year were announced last month by the Ministry of Education in a memorandum to local education and school authorities.

In addition to a scheme for experienced teachers of post-to-post exchanges for a year in Commonwealth countries and the United States, there are arrangements for interchange with teachers from France, Germany, Austria and Spain. There is also an "assistantship" scheme, operating in France, Germany, Austria, Italy, Spain and Switzerland, which enables undergraduates who have completed their second year of study to undertake informal conversation work in schools.

Hitherto British teachers have been quick to take advantage of the chance to teach in other countries. This form of service is valuable to the teachers themselves in broadening their experience and interests, and home schools also benefit by the freshened outlook of teachers on their return.

The memorandum warns authorities that the number of schools requiring the services of a French-speaking "assistant" increases yearly, and now far exceeds the supply of suitable candidates. The number of schools to which it will be possible to assign such an assistant for the first time will probably be severely limited.

National College of Food Technology Appeal

As a result of the £50,000 Appeal launched recently on behalf of the National College of Food Technology many donations, ranging from £5 to £1,500, have been received. An encouraging feature is that many small and medium sized firms, as well as large ones, have contributed. This indication of the widespread interest in the College is a reflection of the fact that the students of the College are themselves widely distributed in the food industry. The College is meeting the needs of the small concern for trained men as well as those of the large one.

In view of the growing realization in the food industry of the need for highly trained technologists, scientists and managers, the Appeal has aroused much interest and it may confidently be expected to succeed.

The British Council, at the invitation of the Spanish Ministry of Education, has arranged for Britain to be well represented at the International Textbook Exhibition which opens on November 15 in Madrid.



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The Educational System

An Essay in Partnership.

A series of public lectures on this subject, comprising an examination of the structure and functioning of the educational system with special reference to the parts played by central and local government, will be held in the Assembly Hall of the Institute of Education, Malet Street, London, under the auspices of the Institute and the University of London, commencing this month. The dates, subjects and speakers are as follow:

October 13—Local Democracy in Education: The composition of education committees and the extent of their powers; some historical retrospect; governing bodies of schools, etc., their responsibilities, limitations and unused opportunities; a review of the most important agencies through which local opinion on educational matters expresses itself by THE RT. HON. J. CHUTER EDE, C.H., D.L., M.P.

October 20—Units of Local Administration: The present situation and proposals for reform. County and county borough areas; joint committees; divisional administration in county areas. Managers and governors. Criticisms made of present arrangements. Historical evolution from a large to a smaller number of local authorities. Does this point to centralized control; regional authorities; amalgamation of smaller authorities on either a territorial basis or by linking town with countryside? Should there be a hierarchy of local authorities? Special cases, e.g., London, Merseyside. Importance of retaining the principles of partnership and distribution of powers by PROFESSOR H. C. DENT, B.A. (Director, University of Sheffield Institute of Education).

October 27—The Role of the Education Office: The part played by the administrator as adviser and executive officer to the education committee; relations with civil servants, educational institutions and the public, as well as with regional and national organizations by W. G. STONE, M.A. (Director of Education, County Borough of Brighton).

November 3—Teachers and their Organizations: The growth of the responsibilities of teachers in relation to the formation of educational policy and the influence of their organizations, within national and local government, by D. J. JOHNSTON, B.A. (Adviser to Teachers, University of London Institute of Education).

November 10—Inspection and the Making of Policy: The powers, duties, and changing attitudes of H.M. Inspectors, the part they play in the formation of national educational policy, their relationship with central and local government. Have they a place in the future? by A. B. CLEGG, M.A. (Chief Education Officer, West Riding of Yorkshire).

November 17—The Financing of Local Education: The national and local machinery for the financing of education; the significance of these two main sources of revenue in relation to local initiative and local requirements. Recent controversies reviewed by A. V. JUDGES, B.A., D.Sc.(Econ.) (Professor of the History of Education, University of London).

November 24—Balance of Power—Central and Local: The balance of power between central and local government and the interaction of the various forces in the development of educational policy in this country by G. H. SYLVESTER, M.A. (Chief Education Officer, City and County of Bristol).

A Label Disappears

For the next twelve months at least, the title "Younger Generation" will disappear from B.B.C. programmes and there will no longer be a special provision for young people in Network Three. But this does not mean that the B.B.C. has in any way abandoned the idea of catering for the special interests of youthful listeners—far from it, as will be seen below.

The B.B.C.'s programmes for young people, started many years ago, have taken different forms at different times. The title "Younger Generation," now being dropped, was only adopted in the early 1950s. Indeed, it might well prove that young listeners may be all the more attracted to a programme built round their interests but without being firmly labelled as doing so.

The Younger Generation programme, which had a regular following on the Light Programme, was transferred to Network Three in 1957 in accordance with the new policy for sound broadcasting. The transfer was viewed with some misgivings by those educationists and officers of the Youth Services most familiar with the ex-Secondary Modern School Leaver—a type of listener whom they felt would be unlikely to follow a programme on an unfamiliar wavelength, particularly if they had to equip themselves with V.H.F. in order to do so. Six months' experience has shown that they were right, and that its audience has not followed the Younger Generation on to its new wavelength—although Network Three, in all other respects, has attracted the specialist audiences towards whom it is aimed.

To meet this situation, new plans have been made which go into operation in the autumn. In the first place, it is evident that a very large cross-section of young people have a common interest in music, that they no longer make much distinction between the highbrow and lowbrow, and collect L.P. records of classical music side by side with popular music and jazz. Behind this interest there is an evident desire to know something more about musical form, and the young—and their elders as well—have for some time been asking for programmes on this subject—programmes which, in their own words, do not fall into the mistake of "making it too easy." A weekly series has therefore been designed to interest both groups of listeners, and "Background To Music," broadcast on Network Three from 4-0 to 4-30 p.m. on Saturdays, started this month.

Young people of more diverse interests will find these interests spotlighted in Thursday Roundabout. Every Thursday evening, during the course of the programme, such subjects as popular science, adventure, moral problems and the current affair commentary will be specially designed and directed towards those in their late teens and early twenties.

Neither of these programmes carries the Younger Generation label. This decision is not a confession of defeat; it is taken in accordance with the views expressed by Youth Officers and a number of young people themselves—that they are more likely to follow their interests if they are not presented to them too self-consciously. But the programmes, though they have been brought up to date and given a new look, will now, as in the old days, continue to be produced by those whose business it is to keep in touch with young people's interests, organizations and activities.

As the Administrator Sees It

FROM A SPECIAL CORRESPONDENT

THE RUNGS OF THE LADDER

Reference is often made these days to the educational ladder which leads from the infant schools to the university. In the post-war years the general public has been quick to note that such a ladder does exist. Indeed, the upsurge of the masses towards secondary and university education is one of the great features of contemporary society. Before the war a university education was, to thousands of boys and girls throughout the country, as remote as a trip to the moon; now a university education and (so we are told) a trip to the moon are both practical possibilities.

Although the ladder is there, many people find to their cost that not all the rungs are secure and well-defined. Unfortunately this uncertainty happens just when certainty is most wanted.

There are considerable variations among authorities in the arrangements for selection at eleven plus. Adjacent authorities can differ greatly in the number of grammar school places which they offer proportionate to the populations which they serve. Some authorities have direct grant schools and, of course, in these areas it is possible for children to attend a direct grant school on a local authority free place. To make matters more confusing there is by no means uniformity in the examination itself. Some authorities dispense with personal interviews. Others regard an interview as an integral part of the examination.

Parents now realize the differences which exist between one authority and another. So long as they are settled in the area of an authority they are, in general, prepared to accept the local system because their immediate friends, and sometimes rivals, are all subject to it. The real difficulties, however, arise when parents with children of age eleven plus move from one area into another. What happens if some children have taken part of the examination and find when they move to another area that the examination of that area is over? Sometimes the age ranges of eligibility are different. This can be a very difficult complication.

Parents whose children win free places at direct grant schools are rightly proud of the award. If they move to an area where there is no direct grant school they will, of course, be awarded a place in a local authority school; but many parents feel that their children have lost something in the transfer. Sometimes it happens that even in areas where there are direct grant schools admission is refused because a school is full. Every administrator knows that there are parents who refuse promotion which involves a transfer, because when they begin to examine the educational facilities available in the new area they find that they are not so convenient to their needs as those of their present area. It is ironical that at a time when mobility of labour is desirable for the welfare of the country, educational consideration of this kind should be difficult. The people who are generally involved are those in the services, in banks, insurance, the nationalised industries

and the great multiple stores. In the mass a considerable number of people are employed in these nationwide undertakings and industries.

* * * *

AT UNIVERSITY LEVEL

The next period of difficulty occurs when students are about to enter universities. The first member of a family going to a university is in the nature of a pioneer. There is no member of his family from whom he can seek guidance. This guidance must come from his teachers and from others who have climbed the ladder before him. This throws a great responsibility upon his advisers.

Unfortunately even a professional educationalist has difficulty in giving advice which will meet more than one contingency. First of all there is the business of Latin. In general all universities require Latin for their Arts courses; but there are striking exceptions. Similarly, as a general rule Latin is not essential for Science courses; but here again there are striking exceptions. It is true to say that in the last resort many candidates find that their courses are determined not by personal preferences or even aptitudes but by the Latin requirements of Universities and Faculties.

Another real difficulty arises from the procedures of the different local authorities in connection with university awards. On paper all schemes read pretty much alike; in practice wide variations are permissible. A boy or girl can have the necessary academic qualifications and yet be refused a grant after an interview. This is frequently a cause of much distress. Interviewing committees are confronted with the almost impossible task of determining the personality of a candidate, as it will mature under the stimulus of advanced education. When one reads the early lives of men and women who have done great service to the community, one often wonders how they would have fared when confronted by interviewing committees. What chances would people like Wordsworth, or T. E. Lawrence, or Sir Winston Churchill have had if their future careers had depended upon an interview at the age of eighteen or thereabouts.

Another source of worry arises from the variety of Examining Bodies in England and Wales. At the moment there are nine Examining Bodies for the General Certificate of Education. In theory the certificate awarded by any one Body is equivalent to that awarded by the others. The Ministry of Education claim that there is a committee charged with the duty of seeing that this is so. Yet even among professional educationalists there is grave doubt if this aim is realized in practice. Among parents there are even greater doubts. They see State Scholarships and other distinctions being awarded in greater numbers to the possessors of one type of certificate rather than another. Their confidence is shaken and this is not unnatural. Being, in the main, simple people they ask the reasonable question: "Why can't one Examining Body cover the

whole country?" It is very doubtful if the answers given to this question are convincing.

The subject of Examining Bodies touches the difficult question of university entrance itself. It is becoming increasingly difficult for anyone to forecast the university which he will enter. The universities themselves have made some attempt to rationalize the entry, but Oxford and Cambridge are excluded. This is rather like saying that a cure has been found for the common cold except those colds which affect the head and chest.

When university entrance was the concern of the few,

these difficulties did not matter very much. The world of advanced learning was a small world and difficulties could be resolved by means of personal letter from the head of a school to the head of a college. Exceptions could always be made to meet exceptional circumstances, but to-day when so many are knocking at the gates of the universities exceptions savour of favouritism. The regulations governing university entrance should be overhauled in such a way that the plain man can understand them. They should not only appear to be simple and straightforward; they should in fact be so.

Diploma in Technology

The First Confirmments

A significant stage in the Government's plans for doubling the number of technologists was reached on the nineteenth of last month when the National Council for Technological Awards announced the names of the first successful candidates to be awarded the Diploma in Technology (Engineering).

Thirty-four candidates successfully completed an approved four year sandwich course comprising study at Birmingham College of Technology and industrial training with the General Electric Company, Ltd. and twenty-seven reached honours level. One further candidate reached 2nd class honours level in his final examinations, but has yet to complete his industrial training before conferment of the Diploma can be considered. Five candidates failed and these may take the final examinations once more only before August, 1960, subject to the approval of the College Board of Studies and the continued support of the Company.

The Council consider these results to be very satisfactory in that of the forty students who took the first final examinations at Birmingham College of Technology, twenty-eight reached honours level, seven followed the honours course with sufficient credit to merit a pass, and only five failed.

The subjects of examinations were as follows: Electrical Engineering, Mathematics, Human Relations, and Industrial Relations, together with two of the following subjects: Electrical Measurements and Measuring Instruments, Electric Power, Applied Thermodynamics, Theory of Electrical Machines, Electronics, Telecommunications.

The internal examiners were Mr. C. F. Partridge, B.Sc., M.I.E.E., Vice-Principal of the College and formerly Head of the Department of Electrical Engineering, and Dr. D. Karo, D.Eng., Ph.D., B.Sc., Dipl.Eng., A.M.I.E.E., Reader in Electrical Engineering. Professor J. Greig, M.Sc., Ph.D., M.I.E.E., F.R.S.E., of King's College, London, and Dr. E. Glaister, M.Sc., Ph.D., A.C.G.I., D.I.C., A.M.I.Mech.E., of Imperial College of Science and Technology, were external examiners.

This course in Electrical Engineering prepared in 1954 by Birmingham College of Technology on the initiative of the General Electric Company Limited, was designed to meet the needs of industry and full professional standards. When they considered the course in January, 1957, the Council felt that the arrangements proved to be aligned so closely with their requirements

that it was only fair for recognition to extend to those students who began their studies on 1st September, 1954.

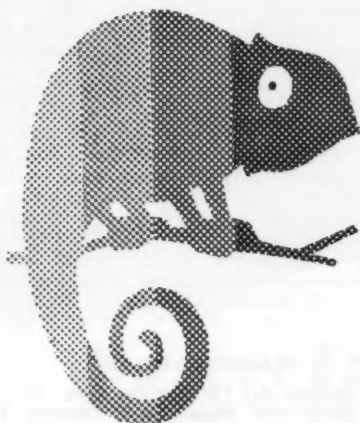
On 6th February this year, the numbers of students attending forty-five courses recognized by the Council as leading to the Diploma in Technology was as follows:

Subject.	Number of Courses	Number of Students.				Total number of Students
		1st yr.	2nd yr.	3rd yr.	4th yr.	
Aeronautical Engineering ..	2	25	—	—	—	25
Applied Biology ..	1	6	—	—	—	6
Applied Chemistry	8	76	46	9	—	131
Chemical Technology						
Industrial Chemistry	2	9	2	—	—	11
Chemical Engineering ..	1	5	7	—	—	12
Civil Engineering ..	9	235	151	72	40	498
Electrical Engineering	1	12	—	—	—	12
Instrument and Control Engineering ..	10	259	142	45	—	446
Mechanical and Production Engineering	3	34	35	6	—	75
Metallurgy ..	2	18	—	—	—	18
Mathematics ..	6	91	49	20	—	160
Physics ..	45	770	432	152	40	1,394

The Council hope that the number of students attending these existing courses will increase this year and in January next. A further twenty proposed courses have been approved by the Council and the colleges concerned hope that these will start either this year or in January next. Thus it seems likely that by the end of 1961, 1,000 or more students will have qualified for the conferment of the Diploma in Technology and that this figure may well increase to 2,000 by the end of 1962. The Council expect that further courses will be recognized during the forthcoming academic year although some of these will depend on the colleges concerned being able to recruit adequately qualified and experienced teaching staff.

The Council feel that the results in the Birmingham course in Electrical Engineering represent an encouraging start to the Diploma in Technology and the present development of courses leads them to believe that a promising move has been made towards achieving the aims set out in the White Paper on Technical Education which was presented to Parliament in February, 1956.

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FILM STRIP REVIEWS

COMMON GROUND, LIMITED

CGA 761—Wool from the Tweed.—The latest addition to the "Geography of Great Britain in Colour" series and like the rest of this fine series there is a chance to dwell much longer on a particular aspect in greater detail. The strip does more than just furnish an account of the woollen industry of the Tweed Basin. It goes back as far as the twelfth century to account for present day conditions. Particular attention is paid to the movement of sheep from the hill farms down to the uplands and thence to the lowlands, always from the poorer to the better; and the cross breeding to provide the best kind of sheep to suit the new conditions. The care of sheep is also dealt with. The second portion of the strip traces the broad outlines of the woollen industry and there are some excellent indoor shots of various operations in the factories: dyeing, spinning, weaving, teazles, knitting, linking, milling and drying. There is ample material in the script to help the teacher make the strip thoroughly interesting and informative. 25 frames.

CGA 769—Introduction to Mexico.—A further strip in the "Geography in Colour" series. F. W. Hayman Chaffey assisted by G. F. Hancock, has journeyed through Mexico to provide a most interesting selection of photographs. As Mexico has many relics of past history a number of these are featured and several traditional celebrations that still survive including the All Saints' Day celebration for the return of the dead. There are fine aerial views of Mexico City and University City. The picture of the library building in University City with its mosaic decoration is unique, while the picture of the unspoiled town of Taxco will serve to remind us that Mexico wishes to encourage the tourist; in 1957 26 per cent. of Mexico's total income was from the tourist industry. Two volcanoes are illustrated, well known Popocatepetl and less known and more recent Paracutin which sprang into being in a ploughed field in 1943. Ample material here of interest to the beginner and advanced student alike. 25 frames.

EDUCATIONAL PRODUCTIONS, LIMITED

C 6276—The Water Babies.—E. J. Tytler has once again turned his attention to the requirements of the younger children by presenting them with illustrations of this very much loved story. This has been made possible through photographs of the Hogarth Puppets from the World Premier at the Lyric Opera House, Hammersmith in December, 1957. That Angus McBean took the photographs is sufficient recommendation and the children will surely be glad to meet some new friends among the puppets to couple up with the affectionately remembered Muffin the Mule. Chapters IV and VII of the book are not pictured; otherwise the story follows faithfully that of the book; indeed the script is just a selection of passages from the book to be read as each of the frames is shown. 23 frames.

5206—The Structure of Matter—3. Molecules and the Three States of Matter.—Quite a lot of material is covered by this strip which seeks to encourage a practical approach to the study so that there can be much 'following up' by the student. The section on gases deals with compression, diffusion and solubility in water. The illustrations on liquids point out that liquids take the shape of their containers, that they flow to a common level, that they have a surface tension and that certain liquids cannot be mixed; i.e., oil and water, water and mercury. After dealing with

evaporation and solution the solids are introduced by crystallisation and X-ray photographs of crystals show grouping. The changeability of matter is next dealt with, the change from ice to steam forming the example and its applications in the water cycle in nature is noted. The strip concludes with the use of water-power, steam-power and air compression. Useful for the introductory science course. 38 frames.

CX 6238—A Lake District Sheep Farmer.—The introductory map shows the Lake District and frame 2 takes us to Millbeck Farm in the Langdale Valley. In frame 3 we meet Mr. Gregg, the farmer, and we stay on his farm for the rest of the strip. The strip rightly emphasizes the fact that a particular breed of sheep is necessary for these 1,000-2,000 feet hill farms; in this case the Herdwicks are shown, noted for their hardiness and a breed especially suitable for this locality and rarely found elsewhere. That Mr. Gregg's job is a specialized one is evident from the pictures. There are many shots of ewes and young lambs to illustrate the care bestowed on them, including marking. Shearing is dealt with in some detail—showing the various stages. Medical care is shown by dipping, dosing and 'drenching.' This will be a very suitable strip to help the junior scholar compare the hill farms with the lowland sheep farms. 35 frames.

GAUMONT BRITISH

SC 459—Ceramic Art Through the Ages. 54 frames.

SC 460—Glass and Mosaic Art Through the Ages. 52 frames.

SC 461—Ivory Carving Through the Ages. 50 frames.

SC 462—Metalwork Art Through the Ages. 53 frames.

SC 463—Textile Art Through the Ages. 53 frames.

This excellent series is produced by Encyclopaedia Britannica Films, Ltd., and the format is very different from the usual British films trips for there are several frames in each entirely devoted to reading matter and every illustration has reading matter at the side or below. Thus the student may read for himself the purpose of the illustration and the facts concerning it. Each strip therefore takes us on a pleasant journey from the remote past to the present day and we do not doubt that those who see the strips will agree that the subject matter has been most carefully chosen. Every illustration is in colour, the work of Enid Bell Palanchian, and it is obvious that she is an enthusiast and an expert on the subject. Many of the illustrations are so good as to resemble colour photographs of the objects, and the patient labour which must have gone into the pictures of Persian and Indian carpets and many of the textile examples is remarkable. Here, certainly, is the best feast of relics we have seen for a long time. The script appearing on the film is also the work of the artist, but for those needing more detailed notes there is further useful information by L. de C. Bucher, A.R.C.A., Lecturer in the University of London Institute of Education, in the accompanying handbooks. Suitable for eleven years and over.

SC 459 gives 40 examples of pots, jugs, vases and bowls from an Ancient Egyptian pot and Pre-historic Persian beaker to the Severn porcelain cup and saucer and the Wedgwood vase. Glazes are explained, the origin of the potter's wheel noted and the use of moulds for duplicates dealt with. Terra cotta, porcelain and majolica all have their place.

SC 460 has 24 examples of glassware of varied kinds, including stained glass windows, engraved glass and cut glass. The 17 examples of mosaic include the Babylonian glazed-bird fresco, the Egyptian ceramic tile and Roman, Byzantine, Mexican, Persian, Syrian and Indian mosaics and the Spanish, Swedish and Dutch tiles.

SC 461 gives 40 examples of ivory carving from the world



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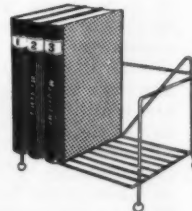


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over, commencing with the Cave-man carving of a vison and concluding with Japanese netsuke work. Here one sees the ancestry of all the claw foot furniture and can visualize the many and varied uses to which ivory was put.

SC 462 has 38 examples of work in gold, silver, lead, bronze, brass and pewter. There are examples of casting, wrought iron work, decoration by hammering, engraving and inlaying, and attachments by riveting, welding and soldering.

SC 463 introduces the subject of Textile Art by showing a piece of bark mat from the Marshall Islands to show that in some remote places the craft has changed little since Pre-historic times. The strip is alive with silks and velvets and brocade, with tapestry embroidery and printed linen. Three dozen superb examples of the world's craft.

SC 455—Our Animals Friends.—Produced by Edita Films (France). This is just the right material for Infants' Departments and it may be profitably used for lower Juniors too. The first part illustrates the animals used as pets; the second part deals with domestic animals: the horse, donkey, ox, cow, lambs, goat and kids, sow, rabbit, cock and hen, turkey, goose, dove, swan and peacock. Most of the photographs are first rate productions in colour but we wonder why in frame 12 of the lambs the camera was not swung round to include all of the third lamb as there is ample waste space on the left; similarly the picture of the doves could have been improved—a good artistic set up is as important to children as to adults. We fail to see why the shot of the peacock was minus feet and tail; surely the latter makes the peacock unmistakable and beautiful too. Miss Marie Stuart, who wrote the notes, thinks the same, so it is a pity the picture was selected at all. The strip is doubly useful in that each frame has a poem relative to the animal depicted; a number of these are from "The Book of a Thousand Poems"; others are from well known sources. 24 frames.

SC 447—The Renaissance, Part 1. 33 frames.

SC 448—The Renaissance, Part 2. 31 frames.

Produced by Encyclopaedia Britannica Films, Ltd., in association with the G.B. Film Department. A set of superb colour photographs showing representative examples in paint and stone and bronze, in pictures, statuary and architecture of the outstanding masters of the period. As it was in Italy that the Renaissance took recognizable shape it is not surprising that most of the examples here are from that source; indeed in Part 1 every work of art pictured is from Florence. The first five frames of the landscape outside Florence and of the town itself serve to explain the unique character of the city. Six churches and two palaces are visited for examples of architecture and we see details of the bronze doors of the Baptistery of St. John, the Giotto Fresco, the tomb of Lorenzo de Medici and the statue of David. In Part 2 there are several works of interest and beauty which were already in existence when the Renaissance began to make its influence felt so that the student may have a more balanced impression of the transition. Several well known pictures are included: The Baptism of Christ, The Adoration of the Magi, The Annunciation, The Resurrection and The Tribute Money. Architectural examples include the Basilica and Bell Tower of St. Mark, the Clock Tower and Doge's Palace, the Bridge of Sighs and Grand Canal, Venice; the Palazzo Publica, Siena; and views of Chartres Cathedral. An excellent survey of some of the glories of the 14th and 15th century.

SC 450—Spain, Part 1.

SC 451—Spain, Part 2.

These are excellent strips. The lovely colour pictures convey far more than would their best counterpart in black and white. The fresh greenness of lovely Galicia can

be seen in marked contrast to the dry Meseta. Strip 1 deals with N.W. Spain and the East Coast. There are some superb photographs of the Pyrenees and many interesting shots from Catalonia and S.E. Spain. Strip 2 deals with the Central Meseta and South Spain. There is more architecture in this strip in addition to many fine shots of typically rugged scenery. The modern trend in soil conservation is remarkably well shown in the pictures taken on the slopes of the Genil. Part 1 has 34 frames, Part 2 38. The script contains maps showing summer and winter isotherms, population and scenery types, it is a pity these maps were not on the strip to all to see.

5488—Understanding the Ordnance Map. Part V.—Upland Landscapes 1, Chalk and Limestone.—A further addition to a useful series intended to lead the student towards a knowledge of the more subtle skills of map interpretation. The filmstrip is an excellent medium to isolate a portion of a survey map and study it in detail; such a procedure happens here. To make the map as realistic as possible actual photographs of the terrain are first shown and in order to help the student in the interpretation simplified diagrams are first given. The whole is excellent training and splendid preparation for something which may well be of practical value in later years. Chalk country is dealt with in some detail (25 frames) and limestone country featured in so far as it differs from the chalk. Photographs and map portions are from the Geological Survey and Ordnance Survey. Suitable for the 13 plus.

SC 446—Leonardo Da Vinci.—No strips on the Renaissance would be complete without reference to this famous personality, for Leonardo represents as no other has done the spirit of the Italian Renaissance. For the purposes of detailed study of his style the author has selected The Adoration of the Magi, The Annunciation and The Last Supper with special reference to the last for which nine frames are given. Leonardo's keen interest in anatomical work is the subject of four frames and his methodical map making has three more. The remainder of the strip seeks to show the versatility of the master but it is hard to compress into 48 frames the barest outline of such a genius. Some will regret that the famous portrait of Mona Lisa is not included. That may be because this strip is in colour. However, a black and white version is available in the Common Ground strip CGA 609, the notes of which are also written by L. de Bucher, A.R.C.A.

New National Art Education Council

Mr. Geoffrey Lloyd, Minister of Education, has appointed Professor Sir William Coldstream, C.B.E., as chairman of the new National Advisory Council on Art Education, which the Minister is setting up to advise him on all aspects of art education.

Sir William, Slade Professor of Fine Art at University College, London, is head of the Slade School. He is a trustee of the National Gallery and of the Tate Gallery and a member of the Arts Council of Great Britain.

Six Hundred New Teachers

The Chairman of the Middlesex County Council, County Alderman Thomas H. Joyce, J.P., and the Chairman of the County Education Committee, County Alderman Mrs. M. R. Forbes, J.P., officially welcomed nearly 600 new entrants to the county's teaching service, at the Chiswick Polytechnic, Bedford Park, on September 27th. Dr. C. E. Gurr, Chief Education Officer for Middlesex, addressed the new teachers who were from schools all over the County.

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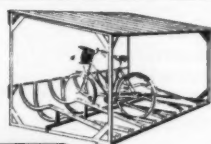
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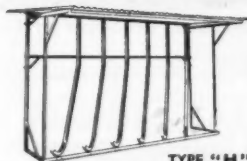
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A New Savings Programme for Schools

Believing that the proper management of money is something which can and should be taught in schools, the National Savings Committee has made plans to concentrate its efforts in the coming winter upon strengthening the links forged during forty-two years between the educational profession and the National Savings Movement.

Viscount Mackintosh of Halifax, chairman of the committee, opened the campaign by writing to Sir Philip Morris, chairman of the Vice-Chancellors' Committee, to invite his co-operation in the educational work of the National Savings Movement; and Sir Philip's committee undertook to commend the matter to Professors of Education in their universities.

The points made by Lord Mackintosh were that the organization in schools of savings groups for the inculcation of thrift has been of immense moral, social and economic benefit, and is of special importance to-day when young people earn comparatively large sums of money soon after leaving school. The National Savings Committee is most eager that educational work should adapt itself to changing times by embracing education in money management for the individual and the nation, as well as personal thrift in the narrower sense. But the reorganization of schools, widespread school building, and the arrival of a new generation of teachers, present problems. The committee is concerned that its work should win the goodwill and respect of teachers in training.

Already several universities have taken action. At Manchester the Professor of Social Administration has undertaken to lecture to a meeting of educationists early next year. Exeter is considering the possibility of including a lecture in some of the residential refresher courses for teachers, and will raise the broader question of how to teach saving in schools before the delegacy of the Institute of Education. At Bristol the secretary of the Institute of Education has promised to write to principals of Training Colleges, encouraging them to give time for students to hear an address on the National Savings Movement. On 11th October teachers in East Anglia are invited to the Old Schools at Cambridge University to hear Miss A. F. Cooke, Vice-President of the N.U.T., on "A new outlook on thrift in schools."

Meanwhile the National Savings Committee is distributing to teachers a pamphlet, "Talking about Money," in which the general principles of its programme are commended in a message from Sir Geoffrey Crowther, Chairman of the Central Advisory Council for Education (England).

To supplement its booklets in the series "Money Matters" and "Money and the Citizen," which are intended for older pupils, the committee is issuing a booklet of notes on which teachers might base lessons for children of all ages. Entitled "Looking Ahead," it has been written by Mr. Arthur Wilcox, Senior Lecturer in Education at Loughborough Training College.

The National Savings Committee in all this has a twofold aim. Certainly it hopes to raise the number of savings groups in schools and enrol more members in each group. But more important is the long-term policy of establishing closer relations with all who work

in education; deepening the understanding by teachers and pupils of the philosophy of saving; and gaining acceptance for the view that how to manage an income wisely is one of the things a child needs to know before setting out on adult life.

21st International Conference on Public Education

The 21st International Conference on Public Education, convened jointly by Unesco and the International Bureau of Education, was held in Geneva recently.

The work of the 21st Conference, at which seventy-one States were represented, was presided over by the delegate of Colombia, Dr. A. Nieto Caballero, rector of the Bogota Modern School. The six vice-chairmen were: Dr. Mohammad Anas, Deputy Minister of Education in Afghanistan, Colonel E. Mander-Jones, Director of Education for South Australia, Monsignor J. Maroun, Member of the Executive Council of Unesco and delegate of the Lebanon, Mrs. M. I. Leite da Costa, Professor of Education and Member of the Portuguese National Assembly, Mr. S. Balan, Deputy Minister in the Rumanian Ministry of Education and Culture and Mr. A. Mzali, General Secretary of National Education, Youth and Sports in Tunisia.

The two general discussions on items I and II on the agenda were introduced by the rapporteurs, Professor Robert Dottrens, President of the Education Department of the Swiss National Commission for Unesco (Switzerland) and Dr. Matta Akrawi, President of the University of Baghdad (Iraq).

The first of these items concerns the preparation and issuing of the primary school curriculum and comprises twenty-three clauses. The other recommendation to Ministries of Education voted by the Conference deals with facilities for education in rural areas, and comprises forty-seven clauses grouped under the following headings: administration, organization, curricula, syllabuses and methods, facilities for post-primary education, adult education, teaching staff and international co-operation.

Part of the sixteen meetings was devoted to discussion of the reports of the Ministries of Education on educational progress in 1957-1958. These reports will be reproduced in the International Yearbook of Education 1958.

As working papers, the International Bureau of Education and Unesco published jointly two comparative studies entitled "The Preparation and Issuing of the Primary Curriculum" and "Facilities for Education in Rural Areas." These studies give a general picture of these problems in the various countries.

The text of the two recommendations voted by the Conference has been officially communicated to all governments, with the request that they bring them to the notice of education authorities, and educators and put them into practice. This document will be sent free of charge to anyone requesting it, from the International Bureau of Education (Palais Wilson, Geneva), or from Unesco (9, Place de Fontenoy, Paris 7e).

Mr. P. C. Evans, a tutor at London University Institute of Education, has been appointed Chief Education Officer, Jamaica.

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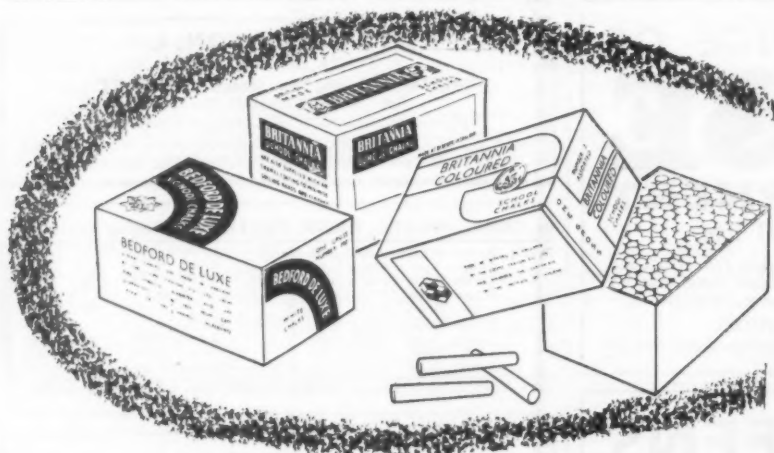
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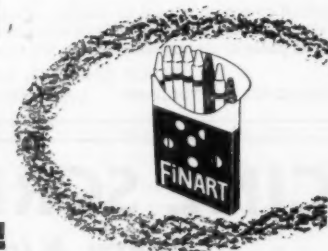
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